

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

In today's life, it is important to learn English, especially in the economic sector. English has become an international language. It is essential to promote every people to be mastered in English. Due to the importance of English, learning English is very advantageous. As business grows increasingly on a global level, students are in need to learn English if they want to be successful in the job market.

English is an intercultural communication in the world (Chang, 2010, p.191). It plays a very important role as a tool for communication among non-native speakers. As we know that most Asian people are English non-native speakers. They have their own languages such as Indonesian, Thai, Japanese, Korean etc. Nowadays, in Asia, there is an economic community called AEC (Asean Economic Community) in which the members of this community are ten countries around Asia which are Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, and Vietnam. Therefore, we need a language that can unite those countries due to the economic purposes and any other needs of cooperation. Due to that condition, we should prepare and learn English.

As we know that learning language is not easy as Brown (2007, p. 6) suggests that language is a complex and specialized skill which develops in child

spontaneously and spread out without any awareness and it is different in every individual. It is clear that learning language needs a special skill. Besides, people have different capacity to learn languages. Therefore, not only teacher but also student need to have a strategy of how to learn and teach a language.

The student's success to achieve greatly in English depends on the way teachers teach them. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study, providing with knowledge, and causing to know or understand (Brown, 2007, p. 8). As teachers, they should make the student understand about what they deliver to them. They should help the student to achieve the goals of the study and make them be mastered in the subject of the study.

The compatible strategy in teaching English is also one of the important things in establishing the successful of teaching. Collaboration strategy is one of the strategies that can be used to teach English. Based on Friend, et al. (2010, p. 10), collaboration has long characterized special education. Thus, collaboration can help the teachers to share instruction that can make them easier in teaching.

Friend and Cook (as cited in Bacharach et al., 2010, p.3) say that co-teaching is two or more teachers delivering instruction at the same time in the same physical space to a heterogeneous group of students. Accordingly, co-teaching is doing teaching together with the partner at the same time; it could be in the same class of different group of student. From that explanation, we know

that co-teaching is a kind of teaching that we do together with another certified professional teacher in teaching specific content or objective.

An interesting view was expressed by Cook & Friend (1995, p.3), they claim that there is a rationale in doing co-teaching which is to increase opportunities for student success through expanding instructional approaches. Co-taught classrooms, they argue, can increase instructional options for all students, improve program intensity and continuity, reduce the stigma for students with special needs, and increase support for teachers.

A study was conducted by Wahyuni (2014) about team teaching implemented by the local and foreign teacher in teaching English at SMAN Ketapang, Sampang, it was found that team teaching had a positive side and emerge a negative side. Meanwhile, there was also a problem faced by the local and foreign teacher during the co-teaching.

Based on the previous study above, the writer found the similar topic which discussed a collaborative teaching implemented in SMAN Ketapang, Sampang. However, in this study, the writer has a different subject and different kind of collaborative teaching which involve local and foreign English teacher.

Tasdikiah school, Chana, Thailand is one of the secondary school located in South Thailand in which the writer conducted this research. During the writer's internship in Tasdikiah school, the writer knew that Tasdikiah school implements the co-teaching strategy in English lesson. Co-teaching implementation is done by Thai and Indonesian English teacher who cooperatively teach the same student

within the same classrooms. Therefore, the writer is interested to do this research and analyzes it further.

There is also a further consideration which is co-teaching is a new way in teaching English which is conducted by Thai and Indonesian English teacher in Tasdikiah school. Moreover, co-teaching has specific procedures for the implementation which will be implemented in Chapter II. Hence, the writer wants to know how is the co-teaching implemented in Tasdikiah school.

Secondly, Carless, 2006; Carless & Walker, 2006 (as cited in Park, 2014, p. 34) say that the rationale of a native language and non-native language have different attributes and that their complementarity can enrich English lessons when they teach in collaboration. From that explanation, we know that doing co-teaching by culturally different teachers, can enrich the lessons they deliver to their student.

In other words, Thai English teacher and Indonesian English teacher both have different backgrounds of culture and nationality. They also have different first language. In this case, both teachers have different way and behavior in managing the classroom during the teaching process. Generally, both teachers still have the similarity in a specific way to manage the class. Besides, each teacher has their own rule in teaching English. Due to the several reasons above, it is true that some problems may occur during teaching and learning process. Consequently, the writer wants to know the difficulties that might faced by both teachers during co-teaching process.

As a result, the writer wants to conduct the study about co-teaching implemented by Thai and Indonesian English teacher in Tasdikiah School, Chana, Thailand.

### **1.2 Statement of Problems**

1. How is the co-teaching implemented by Thai and Indonesian teachers in teaching English at Tasdikiah School, Chana, Thailand?
2. What are the problems faced by both Thai and Indonesian English teachers in doing the co-teaching?
3. How do the teachers cope with the problems in implementing the co-teaching?

### **1.3 Purpose of the Study**

1. To describe the implementation of co-teaching conducted by Thai and Indonesian English teachers in teaching English at Tasdikiah school, Thailand.
2. To find out the problems faced by Thai and Indonesian English teachers during the implementation of co-teaching in Tasdikiah school, Chana, Thailand.
3. To investigate the teachers' ways to cope with the problems they face during co-teaching implementation in teaching English at Tasdikiah school, Chana, Thailand.

### **1.4 Significance of the Study**

The result of this study is expected to give both theoretical and practical significances. Theoretically, this study is hoped to enlarge the theory and the

principle of classroom instruction strategy, especially about co-teaching. Practically, the writer hopes this study will be useful for English teacher to consider using this strategy in teaching English. Moreover, this study is expected to give a beneficial information to Tasdikiah school, Chana, Thailand for the better improvement of the quality of teaching management. Also, the writer hopes this study will be useful of the next researchers to conduct further studies.

### **1.5 Scope and Limitation**

This study focuses on co-teaching implemented by Thai and Indonesian English teacher in teaching English at Tasdikiah school, Chana, Thailand. Furthermore, this study is limited only to sixth grade of secondary class because the team teachers, as the subject of this study, teach on that class.

### **1.6 Definition of the Key Terms**

1. *Teaching* is showing or helping someone to learn how to do something, and giving instruction, guiding in the study, providing with knowledge, and causing to know or understand (Brown, 2007, p. 8).
2. *Co-teaching* is two or more teachers delivering instruction at the same time in the same physical space to a heterogeneous group of students, Friend and Cook (as cited in Bacharach et al., 2010, 3)
3. *Implementation* is defined as “a definite set of actions designed to put into practice an activity or program of known dimension”, (NIRN, 2014). In this study, the implementation is the realization of co-teaching done by Thai and Indonesian English teachers at Tasdikiah school, Chana, Thailand.

4. *Tasdikiah School* is a secondary islamic school located in Chana city, Songkhla, Thailand.
5. *Problem* is any significant perplexing and challenging situation in English Language Teaching (Gamit, 2012, p.182).

